DOCUMENT RESUME

ED 021 263 CG 002 306

By- Keeney, Marisa
COLLEGE STUDENT COUNSELOR PREFERENCES FOR HELP WITH PROBLEMS OF SEX AND ANGER.
American Personnel and Guidance Association, Washington, D.C.
Pub Date Apr 68
Note- 22p.; Speech given at the American Personnel and Guidance Assn., Detroit, Michigan, April, 1968.
EDRS Price MF- $0.25 HC- $0.96
Descriptors- *AGGRESSION, *COLLEGE STUDENTS, *COUNSELORS, FEMALES, MALES, RESEARCH, *SEX DIFFERENCES, VALUES

A representative sample of 668 educational psychology students at Michigan State University were asked to describe and compare their discomfort, hesitation to seek help, and expectation of benefiting from counselor help for personal problems, which in turn became the basis for determining characteristics preferred in a counselor to help with these problems. Choices about preferred counselors were both problem and sex related. Females more than males hesitated to seek help for problems of sex, but all students were less hesitant to seek help for problems of anger than sex. Females, however, more than males expected to benefit from counselor help for sexual problems. Rank-order preferences for seven counselor characteristics were described. Counselor values and experience were ranked high in importance, and counselor age and sex ranked low by all students for both problems. Males more than females preferred same-sex counselors with whom they were personally acquainted for help with problems of sex. (Author)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

# COLLEGE STUDENT COUNSELOR PREFERENCES FOR HELP WITH PROBLEMS OF SEX AND ANGER

Marisa Keeney

Marisa Keeney, Ph.D., is a counseling psychologist at the Counseling and Testing Bureau of Wayne State University, Detroit, Michigan.
5950 Cass Ave ASB2 48202

CG 002 306
ED021263

Speech given at the American Personnel and Guidance Assn., Detroit, Michigan
April 1968

## ABSTRACT

COLLEGE STUDENT COUNSELOR PREFERENCES FOR HELP WITH PROBLEMS OF SEX AND ANGER

A representative sample of six hundred sixty-eight educational psychology students at Michigan State University were asked to describe and compare their discomfort, hesitation to seek help, and expectation of benefiting from counselor help for personal problems, which in turn became the basis for determining characteristics preferred in a counselor to help with these problems. Choices about preferred counselors were both problem and sex related. Females more than males hesitated to seek help for problems of sex, but all students were less hesitant to seek help for problems of anger than sex. Females, however, more than males expected to benefit from counselor help for sexual problems. Rank-order preferences for seven counselor characteristics were described. Counselor values and experience were ranked high in importance, and counselor age and sex ranked low by all students for both problems. Males more than females preferred same-sex counselor with whom they were personally acquainted for help with problems of sex.

# COLLEGE STUDENT COUNSELOR PREFERENCES FOR HELP WITH PROBLEMS OF SEX AND ANGER

Marisa Keeney

There is little clarity concerning the initial point at which a client begins the process of counseling. Often the counselor talks of having to train his client to be a client. Ordinarily he knows very little, however, at initial contact about the way he is perceived by the client either as an individual or as one filling a role. It may be that his confusion about the student's perception of him hinders quick development of a working relationship with the student. The carry-over image which the student brings with him of other significant figures in his life may be incompatible with the counselor's view of himself.

Furthermore, the role of the high school and college counselor is viewed by students to be different (Blocher, 1963). Mixed evidence indicates that some high school students view the counselor as one who can help with educational-vocational problems but not personal-social problems (Grant, 1954; Warman, 1960). Other high school students view the counselor as one who helps with serious problems (Heilfron, 1960). The college student who is ambivalent about the nature of his problem might find it difficult to seek help from a counselor whose role is equally confused in his mind. Even if a student did go to a college counselor for help on a personal problem, he might not expect to benefit from the experience.

It is further known that the sex of the student is a critical source of the varied expectations and perceptions of counselor role (Beier & Ratzeburg, 1953; Lynn, 1959; Sherriffs and McKee, 1957). Previous studies suggest that in the initial stages male and female preferences for counselor sex vary (Fuller, 1964;

Koile & Bird, 1956). Additional sex-typed student preferences may exist though little is known about the personal and interpersonal factors operating in student choice of counselor.

Clinical evidence indicates that students bring preconceived models of the type of person from whom they would like to receive help (McQuary, 1964; Sonne, 1957), but the portraits of these models are yet to be fully described. It may be that such factors as similarity of values between counselor and client are viewed as important by students (Hollingshead & Redlich, 1953; Meyers & Schafer, 1954). It may also be that a counselor who resides in a residence hall and presents a familiar face may be perceived as more accessible and more helpful than a stranger who must be seen across campus in a special student services building (Miller, 1965).

The relative <u>value</u> which male and female students place on a variety of potentially important characteristics in their respective ideal counselor models is essentially unexplored. Counselor sex appears to be important to the student initially, but how important is it in relation to other characteristics? Perhaps the male student considers the sex of the counselor more important than the female student. The female, on the other hand, may consider similarity of values between the counselor and herself more important than either the sex of the counselor or personal acquaintance with the counselor when these factors are evaluated for priority.

Another dimension of counselor role and student expectation appears to be related to the type of problem presented (Bordin, 1955; Grater, 1964). There may be interaction effects between valued counselor characteristics and the nature of the problem which the student brings. The sex of the counselor may be important to a female student with certain problems and not be important for other problems. Likewise, for some problems, the experience of the counselor may be more important than counselor sex to the male student. The relationship between the type of

problem presented, the counselor characteristics viewed by the student as particularly important, and the sex of the student all have a high likelihood of relevance to student expectations of counselor image and role.

The purpose of this study was to examine the ideal image of the college counselor held by university students. An assessment of a) student discomfort b) hesitation in seeking help and c) expectation of receiving help from a counselor for two basic personal problems was made, which in turn became a basis for determining what type of counselor students might want for help with these personal problems.

The psychoanalytic school provided the foundation for selection of control of sexual and hostile impulses as the two basic problems of human development (Freud, 1933).. The groundwork for assumptions made about cross-sex differences in student preferences in a counselor came from the observations of the cultural anthropologist, Margaret Mead (1949). Transactional perception theory furnished the basis for expectations of idiosyncratic choices made by the students (Cantril, 1959; Ittleson & Cantrill, 1954; Robins, 1956). Suggestions for the selected counselor characteristics came from the literature (Fuller, 1964) and responses to an open-ended questionnaire administered to a pilot group of educational psychology students at Michigan State University. The counselor characteristics included in this study were counselor sex, age, education, experience, values, method, and acquaintance.

## The Method

The instrument developed for the study was a seven section, seventy-one item questionnaire. Section I was designed to obtain factual information about the student. Sections II and V were designed, using a four-response scale, to a) orient the respondents to possible coping behaviors for sexual and hostile impulses, b) assess their discomfort about these behaviors, and c) ascertain their hesitation to seek help and expectation of benefiting from counselor help.

Sections III and VI were structured to determine the rank-order preferences of the students for the group of seven characteristics they would choose in a counselor to help with the two problems. Sections IV and VII were structured to determine the specific qualifications for each of the characteristics.

The instrument had sufficiently high test-retest reliability on the basis of the chi square test of significance for the statistic C and observation of the weighted means of the rank orders to be judged adequate for use ($p < .01$).

The random sample of education students used in this study was six hundred sixty-eight students of educational psychology enrolled Fall Term, 1965, at Michigan State University. The data was collected by administering the instrument in a group setting to these students by their recitation instructors.

Eight null and six directionalized hypotheses were tested. For the statistical treatment of items in Sections II, IV, V, and VII, an item analysis and a chi square analysis was made. Kendall's W (Hays, 1962; Kendall, 1948; and Siegel, 1956) was computed to test differences in the cross-sex and within-sex rank-order preferences for the examined counselor characteristics included in Sections III and VI. Rejection of the hypotheses was set at the .05 level.

## The Results

Of the six theory-based research hypotheses tested, four were accepted at the .05 level for the problem of relationship with the opposite sex and three for the problem of anger. Of the eight non-theory based null hypotheses about specific qualifications for the seven characteristics, two were rejected at the .05 level for the problem of sex and one for the problem of anger. A summary of the findings is presented in Table 1.

TABLE 1

SUMMARY OF HYPOTHESES OF DIFFERENCES BETWEEN MALES AND FEMALES IN ATTITUDES TOWARD COUNSELOR IMAGE WHEN SEEKING HELP FOR PROBLEMS OF RELATIONSHIP WITH THE OPPOSITE SEX AND ANGER

LEGEND: A = Accept R = Reject

| NULL HYPOTHESES | SEX | | | | ANGER | | | |
|---|---|---|---|---|---|---|---|---|
| | CHI SQUARE | p | DECISION $H_o$ | DECISION $H_a$ | CHI SQUARE | p | DECISION $H_o$ | DECISION $H_a$ |
| **No differences in:** | | | | | | | | |
| 1. Feelings of discomfort about coping with sexual impulses. | .14 | | A | R | 6.10 | | A | R |
| 2. Hesitation to seek help for discomfort. | 20.08 | *** | R | R | 10.65 | * | A | R |
| 3. Expectation to benefit from help. | 15.14 | ** | R | A | 4.77 | | A | R |
| **Differences in:** | | | | | | | | |
| 4. Cross-sex rank-order preferences for counselor characteristics. | 349.74 | ** | R | A | 361.86 | ** | R | A |
| 5. Within-sex rank order preferences for counselor characteristics. | M= 160.32 | ** | R | A | M= 270.54 | ** | R | A |
| | F= 592.80 | ** | R | A | F= 592.80 | ** | R | A |
| **No differences in:** | | | | | | | | |
| 6. Preferences for counselor sex. | 19.57 | *** | R | A | 11.72 | ** | R | A |
| 7. Preferences for counselor age. | .91 | | A | | 1.47 | | A | |
| 8. Preferences for counselor education. | 4.27 | | A | | 5.98 | | A | |
| 9. Preferences for type of professional education. | .98 | | A | | .52 | | A | |
| 10. Preferences for type of non-professional education. | 10.28 | ** | R | | 12.45 | ** | R | |
| 11. Preferences for counselor years of experience. | .93 | | A | | .29 | | A | |
| 12. Preferences for counselor values. | 2.63 | | A | | 3.97 | | A | |
| 13. Preferences for counselor method. | 4.24 | | A | | .02 | | A | |
| 14. Preferences for acquaintance with counselor. | 7.33 | * | R | | 3.12 | | A | |

* = $p < .05$ ** = $p < .01$ *** = $p < .001$

Type of problem as well as student sex appeared to be relevant to student views of counselor role in relation to motivation to seek help. Contrary to expectations, females (71%) were found to be considerably more hesitant to seek help for problems of sex ($p < .001$) than males (58%). For the problem of anger, significant differences between male and female hesitation occurred particularly in the extreme negative response category for males (M = 25%; F = 16%). However, both males and females were far less hesitant to seek help for problems of anger (M = 61%; F = 62%) than problems of sex (M = 42%; F = 29%). Although students of both sexes expected to benefit from counselor help for problems of anger (M = 78%; F = 73%), significant differences ($p < .05$) between males (60%) and females (75%) occurred only for the problem of sex.

It was found that the general orders in the ranks assigned to the characteristics preferred in a counselor by students of both sexes for both problems were not significantly different. With sufficient certainty ($p < .01$), it was possible to report the order in the ranks assigned to the counselor characteristics for both problems (see Table 2). It was observed that counselor values and experience were seen as more important than counselor age and sex for both males and females for both problems.

When qualifications were ascertained for each of the characteristics, male and female preferences were similar. Qualifications which received majority responses are described in Table 3. Significant differences appeared for only three of the characteristics. 1) Male education students preferred same-sex counselor more often than female students for help with problems of sex ($p < .001$). 2) Although a "confidante" was the preferred non-professional helper for both problems for about fifty percent of the students, a "minister" was preferred by females and a "teacher" by the males as the second choice for both problems ($p < .01$). 3) Males more than females preferred to be acquainted with the counselor for help with problems of sex ($p < .05$).

Table 2

RANK ORDER PREFERENCES FOR THE COUNSELOR CHARACTERISTICS MADE BY MALE AND FEMALE STUDENTS FOR HELP WITH PROBLEMS OF SEX AND ANGER

| PROBLEM: Sex | | | | | | | PROBLEM: Anger | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student Sex | Rank | Characteristic | Sum of Ranks | Within-Sex W | $X^2$ | p | Student Sex | Rank | Characteristic | Sum of Ranks | Within-Sex W | $X^2$ | p |
| Female | 1 | Values | 1260 | .20 | 592.80 | ** | Female | 1 | Values | 1288 | .20 | 592.80 | ** |
| | 2 | Experience | 1496 | | | | | 2 | Experience | 1389 | | | |
| | 3 | Method | 1727 | | | | | 3 | Method | 1533 | | | |
| | 4 | Education | 2068 | | | | | 4 | Education | 1906 | | | |
| | 5 | Acquaintance | 2165 | | | | | 5 | Acquaintance | 2219 | | | |
| | 6 | Sex | 2499 | | | | | 6 | Age | 2602 | | | |
| | 7 | Age | 2584 | | | | | 7 | Sex | 2722 | | | |
| Male | 1 | Experience | 493 | .16 | 160.32 | ** | Male | 1 | Experience | 465 | .27 | 270.54 | ** |
| | 2 | Values | 508 | | | | | 2 | Values | 508 | | | |
| | 3 | Method | 644 | | | | | 3 | Method | 572 | | | |
| | 4 | Acquaintance | 666 | | | | | 4 | Education | 673 | | | |
| | 5 | Education | 745 | | | | | 5 | Acquaintance | 717 | | | |
| | 6 | Sex | 756 | | | | | 6 | Age | 882 | | | |
| | 7 | Age | 872 | | | | | 7 | Sex | 888 | | | |
| | | | | Cross-Sex W | $X^2$ | p | | | | | Cross-Sex W | $X^2$ | p |
| | | | | .29 | 349.74 | ** | | | | | .31 | 361.86 | ** |

** = $p < .01$.

TABLE 3

PREFERRED COUNSELOR CHARACTERISTIC QUALIFICATIONS FOR HELP WITH PROBLEMS OF SEX AND ANGER REPORTED BY STUDENTS BY PERCENTAGES OF RESPONSES TO RELATED QUESTIONNAIRE ITEMS

| Counselor Characteristics | Preferred Qualifications | PROBLEM OF SEX | | | | PROBLEM OF ANGER | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Males (N = 168) % | Females (N = 500) % | $X^2$ | p | Males (N = 168) % | Females (N = 500) % | $X^2$ | p |
| Sex | Male | 59 | 41 | 19.57*** | | 49 | 34 | 11.72** | |
| Age | 30 or over | 51 | 54 | .91 | | 48 | 50 | 1.47 | |
| Education | Professional | 80 | 80 | 4.27 | | 76 | 78 | 5.98 | |
| Professional Education | Ph.D. in Cnslg. Psy. | 60 | 62 | .98 | | 57 | 60 | .52 | |
| Non-Professional Education | Confidante | 49 | 57 | 10.28** | | 43 | 50 | 12.45** | |
| Experience | 5 or more years | 60 | 56 | .93 | | 60 | 59 | .29 | |
| Values | Same as student | 71 | 77 | 2.63 | | 64 | 68 | 3.97 | |
| Method | Reflecting | 58 | 62 | 4.24 | | 52 | 52 | .02 | |
| Personal Acquaintance | Acquaintance | 55 | 47 | 7.33* | | 54 | 46 | 3.12 | |

* = $p < .05$
** = $p < .01$
*** = $p < .001$

## Discussion

The findings of this study suggest that student motivation to seek counselor help for personal concerns is more problem-related than sex-related. For both sexes, there is less hesitation to seek help, and higher expectation of benefiting from counselor help for problems of anger than sex. Since current cultural mores have changed, man's definition of himself as a sexual being has broadened. On the other hand, extended freedom of expression of hostile impulses has not been culturally approved. It may be that problems of anger are more urgent for students of education than problems of sex. On the other hand, it may be that counselors are viewed as more able to help with problems of anger. More research is needed to clarify the reasons behind the findings of this study.

No hypotheses were made about the specific rank-order students would assign to the counselor characteristics, but it was expected that males and females would differ. Preferences for the counselor characteristics, however, appeared to be neither sex-typed nor problem-typed. It was anticipated that the student perceptions based on an active transaction between themselves and their environment would affect their behavioral choices, but the cross-sex similarities were greater than expected. In spite of the flux in consensually validated values in contemporary culture, the population under study appeared to basically value the same characteristics in a counselor regardless of their sex or the type of problem for which they would seek help.

Of the seven characteristics under study, the values of the counselor preferred for help with both problems was considered most important to the female students and experience for the male students. The findings of Hollingshead and Redlich (1953) and Meyers and Schafer (1954) that counselor values are significant in the counseling process were extended to suggest that counselor values are also a highly important factor prior to selection of a counselor. Counselor experience was also considered highly important by the students, but it was not ascertained whether length, type or quality of experience was considered important. More precise definition of the concept of "experience" is needed before this characteristic can be meaningfully interpreted.

Counselor method, education, and acquaintance were ranked in that order in the middle ranks from highest to lowest by the students. Among the several characteristics studied, counselor age and sex were considered of least importance to the students. However, counselor age was considered more important as a helpful characteristic to students of both sexes for the problem of anger than sex. Contrary to previous assumptions that counselor sex is an important variable in selection of a counselor, it is noteworthy that the students in this study ranked counselor sex of least importance for help with problems of anger and sex alike. It was found, however, that only the males consistently preferred "male" counselors for both problems (Sex: M = 59%; F = 41% ; Anger: M = 49%; F = 34%). When females stated preferences, they preferred ""male" counselors (Anger: 13%; Sex = 23%). However, especially for the problem of anger, more females (53%) had "no preference" for counselor sex than preference. Thirty-sex per cent of the females had "no preference" for counselor sex for sexual problems. Previous research findings (Fuller, 1964 and Koile & Bird, 1956 ) support the conclusion that both males and females prefer a "male" counselor, but in this study only the males clearly preferred "male" counselors.

Certain professional implications are suggested from this study. Even though it is recognized that some students view non-professional persons as helpful, this study shows that students value the professional more than the non-professional for help with personal problems. Support is given to those who feel that advanced graduate education should be stressed within the profession.

Acquaintance with the counselor appears to be valued particularly by male students seeking help for problems of sex. It may be that counselors placed in locations where they might get to know the student on a personal basis prior to counseling contact would be facilitating.

The priority importance of counselor experience and values to the client not only during but prior to the counseling process should be be considered by those hiring and assigning counselors. Furthermore, the knowledge that counselor age and sex is viewed by the student as having relatively little importance should be used in this decision-making process.

Type of problem has been shown to be related to the person from whom potential clients expect to receive help. Females more than males expect to benefit from counseling more for the problem of anger than sex. Awareness of this information could be useful in counselor choice of elicitation techniques. Regardless of label attached to method, it has been demonstrated that education students value being understood and listened to more than being asked questions and having their behavior interpreted by the counselor, especially for problems related to sex.

Further research extending the findings of this study, however, is needed. It is suggested that other student populations be studied for comparison. Additional counselor characteristics, such as cultural and socio-economic background, could also be included in further study. It would be helpful to discover whether the findings of this study are more related to student values, prior interpersonal experience, or anxiety. Clarification of the function of the various idiosyncratic and normative

factors influencing attitudes about types of problems would be meaningful. Assessment of the value systems which students hold and desire counselors to hold with them is proposed. Refinement of the definitions of the characteristics under study could be helpful.

However, this study has enlarged the body of knowledge about counselor image and role and has shown that type of problem appears to be related to choice of person from whom potential male clients expect to benefit from help. The relative value of certain characteristics which education students perceive as important in selection of a counselor to help with personal problems has been demonstrated.

## REFERENCES


BEIER, E.G. & RATZEBURG, F. The parental identification of male and female college students. Journal of Abnormal and Social Psychology, 1953, 48, 569-720.

BLOCHER, D.W., TENNYSON, W. & JOHNSON, R.H. Dilemma of counselor identity. Journal of Counseling Psychology, 1963, 10, 344-349.

BORDIN, E.S. Implications of client expectations for the counseling process. Journal of Counseling Psychology, 1955, 2, 17-21.

CANTRIL, H. Perception and interpersonal relationships. In A. Kuenzli (Ed.), The phenomenological problem. New York: Harper, 1959.

FREUD, S. An outline of psychoanalysis. New York: Horton, 1933.

FULLER, F.F. Preferences for male and female counselors. The Personnel and Guidance Journal, 1964, 42, 463-467.

GRANT, C.W. How do students perceive the counselor's role? The Personnel and Guidance Journal, 1954, 32, 386-388.

GRATER, H.A. Client preferences for affective or cognitive counselor characteristics and first interview behavior. Journal of Counseling Psychology, 1964, 11, 248-250.

HAYS, W.L. Statistics for psychologists. New York: Holt, Rinehart & Winston, 1962.

HEILFRON, M. The function of counseling as perceived by high school students. Personnel and Guidance Journal, 1960, 39, 133-136.

HOLLINGSHEAD, A.B. & REDLICH, F.C. Social stratification and psychiatric disorders. American Sociological Review, 1953, 18, 163-169.

ITTLESON, W.H. & CANTRIL, H. Perception: a transactional approach. Garden City, New York: Doubleday, 1954.

KENDALL, M.G. Rank correlation methods. London: Griffin, 1948.

KOILE, E.L. & BIRD, D.J. Preferences for counselor help on freshmen problems. Journal of Counseling Psychology, 1956, 3, 97-106.

LYNN, D.B. A note on sex differences in the development of masculine and feminine identity. Psychological Review, 1959, 46, 12-36.

McQUARY, J.P. Preferred counselor characteristics. Counselor Education and Supervision, 1964, 3, 145-148.

MEAD, M. Male and Female. a study of sexes in a changing world. New York: Morrow, 1949.

MEYERS, J.K. & SCHAFER, L. Social stratification and psychiatric practice: a study of an out-patient clinic. American Sociological Review, 1954, 19, 307-313.

MILLER, T.K. Characteristics of perceived helpers. Personnel and Guidance Journal, 1965, 43, 687-691.

ROBINS, S. Transactional Design. Print, 1956, 10, 31.

SHERRIFFS, A.C. & McKEE, J.P. Qualitative aspects of beliefs about men and women. Journal of Personality, 1957, 25, 451-464.

SIEGEL, S. Nonparametric statistics. New York: McGraw Hill, 1956.

SONNE, T.R. & GOLDMAN, L. Preferences of authoritarian and equalitarian personalities for client-centered and eclectic counseling. Journal of Counseling Psychology, 1957, 4, 134.

WARMAN, R.E. Differential perception of the counseling function. Journal of Counseling Psychology, 1960, 7, 269-274.

APPENDIX C

TABLE 1

SECTION II AND V RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESES 1, 2 AND 3 FOR THE PROBLEM OF RELATIONSHIP WITH THE OPPOSITE SEX

LEGEND: A = Always, U = Usually, R = Rarely, N = Never; D = Definitely, P = Probably, S = Slightly, T = Total

| ITEM | CONTENT | RESPONSE | FEMALES O-f | FEMALES E-f | FEMALES % | MALES O-f | MALES E-f | MALES % | $X^2$ | p |
|---|---|---|---|---|---|---|---|---|---|---|
| 23. | Discomfort about coping behaviors (Hypothesis 1) | A & U | 77 | 77 | 15 | 25 | 25 | 15 | | |
| | | R | 272 | 274 | 55 | 93 | 91 | 56 | | |
| | | N | 148 | 146 | 30 | 47 | 49 | 29 | .14 | |
| | | T | 497 | 497 | 100 | 165 | 165 | 100 | | |
| 24. | Hesitation to seek help (Hypothesis 2) | A | 80 | 88 | 16 | 37 | 29 | 23 | | |
| | | U | 273 | 247 | 55 | 59 | 83 | 35 | | |
| | | R | 103 | 112 | 21 | 46 | 38 | 27 | | |
| | | N | 42 | 51 | 8 | 25 | 17 | 15 | 20.08 | *** |
| | | T | 498 | 498 | 100 | 167 | 167 | 100 | | |
| 25. | Expectation of benefit from seeking help (Hypothesis 3) | D | 76 | 71 | 15 | 19 | 24 | 11 | | |
| | | P | 299 | 286 | 60 | 83 | 96 | 49 | | |
| | | S | 113 | 126 | 23 | 55 | 42 | 33 | 15.14 | ** |
| | | N | 12 | 17 | 2 | 11 | 6 | 7 | | |
| | | T | 500 | 500 | 100 | 168 | 168 | 100 | | |

** = p .01.
*** = p .001.

TABLE 2

SECTION II AND V RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE ITEMS RELATED TO HYPOTHESIS 1, 2 AND 3 FOR THE PROBLEM OF ANGER

LEGEND: A = Always U = Usually R = Rarely N = Never
D = Definitely P = Probably S = Slightly T = Total

| ITEM | CONTENT | RESPONSE | FEMALES O-f | FEMALES E-f | FEMALES % | MALES O-f | MALES E-f | MALES % | $X^2$ | p |
|---|---|---|---|---|---|---|---|---|---|---|
| 50. | Discomfort about coping behaviors (Hypothesis 1) | A | 26 | 23 | 5 | 5 | 5 | 3 | | |
| | | U | 169 | 167 | 34 | 54 | 56 | 32 | | |
| | | R | 213 | 208 | 43 | 65 | 70 | 39 | | |
| | | N | 90 | 100 | 18 | 44 | 34 | 26 | 6.10 | |
| | | T | 498 | 498 | 100 | 168 | 168 | 100 | | |
| 51. | Hesitation to seek help (Hypothesis 2) | A | 30 | 33 | 6 | 14 | 14 | 8 | | |
| | | U | 162 | 160 | 32 | 52 | 54 | 31 | | |
| | | R | 229 | 216 | 46 | 59 | 72 | 36 | | |
| | | N | 78 | 90 | 16 | 42 | 30 | 25 | 10.65 | * |
| | | T | 499 | 499 | 100 | 167 | 167 | 100 | | |
| 52. | Expectation of benefit from seeking help (Hypothesis 3) | D | 90 | 97 | 18 | 39 | 33 | 23 | | |
| | | P | 322 | 310 | 65 | 93 | 105 | 55 | | |
| | | S & N | 85 | 90 | 17 | 36 | 30 | 22 | 4.77 | |
| | | T | 497 | 497 | 100 | 168 | 168 | 100 | | |

* = p. .05.

TABLE 3

SECTION IV RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE ITEMS RELATED TO PREFERENCES FOR COUNSELOR CHARACTERISTICS FOR THE PROBLEM OF RELATIONSHIP WITH THE OPPOSITE SEX

| ITEM | CONTENT | RESPONSE | FEMALES O-f | FEMALES E-f | FEMALES % | MALES O-f | MALES E-f | MALES % | $X^2$ | p |
|---|---|---|---|---|---|---|---|---|---|---|
| 34. | Counselor Sex | Male | 205 | 227 | 41 | 99 | 77 | 59 | | |
| | | Female | 115 | 100 | 23 | 18 | 33 | 11 | | |
| | | No Preference | 180 | 173 | 36 | 51 | 58 | 30 | 19.57 | *** |
| | | Total | 500 | 500 | 100 | 168 | 168 | 100 | | |
| 35. | Counselor Age | 20-29 Years | 112 | 116 | 23 | 43 | 39 | 26 | | |
| | | 30-39 Years | 207 | 204 | 41 | 66 | 69 | 39 | | |
| | | 40 Years or over | 67 | 65 | 13 | 20 | 22 | 12 | | |
| | | No Preference | 112 | 113 | 23 | 38 | 37 | 23 | .91 | |
| | | Total | 498 | 498 | 100 | 167 | 167 | 100 | | |
| 36. | Counselor Education | Professional | 398 | 399 | 80 | 135 | 134 | 80 | | |
| | | Non-Professional | 10 | 13 | 2 | 8 | 5 | 5 | | |
| | | No Preference | 90 | 86 | 18 | 25 | 29 | 15 | 4.27 | |
| | | Total | 498 | 498 | 100 | 168 | 168 | 100 | | |
| 37. | Professional Education | M.A. (Cnslg.) | 108 | 112 | 22 | 41 | 37 | 25 | | |
| | | Ph.D. (Cnslg. Psy.) | 309 | 306 | 62 | 99 | 102 | 60 | | |
| | | Ph.D. (Clin. Psy.) | 48 | 49 | 10 | 17 | 16 | 10 | | |
| | | M.D. | 30 | 28 | 6 | 8 | 10 | 5 | .98 | |
| | | Total | 495 | 495 | 100 | 165 | 165 | 100 | | |

*** = p .001

TABLE 3 (Continued)

| ITEM | CONTENT | RESPONSE | FEMALES O-f | FEMALES E-f | FEMALES % | MALES O-f | MALES E-f | MALES % | $X^2$ | p |
|---|---|---|---|---|---|---|---|---|---|---|
| 38. | Non-Professional Counselor | Confidante | 283 | 273 | 57 | 80 | 90 | 49 | | |
| | | Teacher | 93 | 108 | 19 | 50 | 35 | 31 | | |
| | | Minister | 120 | 115 | 24 | 33 | 38 | 20 | 10.28 | ** |
| | | Total | 496 | 496 | 100 | 163 | 163 | 100 | | |
| 39. | Counselor Experience | 5 or less years | 105 | 103 | 21 | 33 | 35 | 20 | | |
| | | Over 5 years | 278 | 283 | 56 | 101 | 96 | 60 | | |
| | | No Preference | 114 | 111 | 23 | 34 | 37 | 20 | .93 | |
| | | Total | 497 | 497 | 100 | 168 | 168 | 100 | | |
| 40. | Counselor Values | Same | 382 | 376 | 77 | 120 | 126 | 71 | | |
| | | Different | 31 | 35 | 6 | 16 | 12 | 10 | | |
| | | No Preference | 86 | 88 | 17 | 32 | 30 | 19 | 2.63 | |
| | | Total | 499 | 499 | 100 | 168 | 168 | 100 | | |
| 41. | Counselor Method | Interpreting | 163 | 163 | 33 | 53 | 54 | 32 | | |
| | | Reflecting | 309 | 304 | 62 | 96 | 101 | 58 | | |
| | | No Preference | 26 | 32 | 5 | 16 | 10 | 10 | 4.24 | |
| | | Total | 498 | 498 | 100 | 165 | 165 | 100 | | |
| 42. | Acquaintance with Counselor | Prefer | 233 | 243 | 47 | 92 | 82 | 55 | | |
| | | Do not Prefer | 151 | 137 | 30 | 33 | 47 | 20 | | |
| | | No Preference | 112 | 116 | 23 | 43 | 39 | 25 | 7.33 | * |
| | | Total | 496 | 496 | 100 | 168 | 168 | 100 | | |

* = p .05
** = p .01

TABLE 4

SECTION VII RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE ITEMS RELATED TO STUDENT PREFERENCES FOR COUNSELOR CHARACTERISTICS FOR THE PROBLEM OF ANGER

| ITEM | CONTENT | RESPONSE | FEMALES | | | MALES | | | $x^2$ | p |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | O-f | E-f | % | O-f | E-f | % | | |
| 61. | Counselor Sex | Male | 172 | 190 | 34 | 81 | 64 | 49 | | |
| | | Female | 64 | 57 | 13 | 12 | 19 | 7 | | |
| | | No Preference | 263 | 253 | 53 | 74 | 85 | 44 | 11.72 | ** |
| | | Total | 499 | 499 | 100 | 167 | 167 | 100 | | |
| 62. | Counselor Age | 20-29 Years | 92 | 97 | 18 | 38 | 33 | 23 | | |
| | | 30-39 Years | 167 | 166 | 34 | 55 | 56 | 33 | | |
| | | 40 Years or over | 80 | 79 | 16 | 26 | 27 | 15 | | |
| | | No Preference | 159 | 156 | 32 | 49 | 52 | 29 | 1.47 | |
| | | Total | 498 | 498 | 100 | 168 | 168 | 100 | | |
| 63. | Counselor Education | Professional | 388 | 385 | 78 | 125 | 128 | 76 | | |
| | | Non-Professional | 23 | 29 | 5 | 16 | 10 | 10 | | |
| | | No Preference | 85 | 82 | 17 | 24 | 27 | 14 | 5.98 | |
| | | Total | 496 | 496 | 100 | 165 | 165 | 100 | | |
| 64. | Professional Education | M.A. (Cnslg.) | 95 | 95 | 19 | 32 | 32 | 19 | | |
| | | Ph.D. (Cnslg. Psy.) | 298 | 295 | 60 | 95 | 98 | 57 | | |
| | | Ph.D. (Clin. Psy.) | 82 | 85 | 17 | 31 | 28 | 19 | | |
| | | M.D. | 20 | 20 | 4 | 7 | 7 | 4 | .52 | |
| | | Total | 495 | 495 | 100 | 165 | 165 | 100 | | |

** = p .01.

TABLE 4 (Continued)

| ITEM | CONTENT | RESPONSE | FEMALES O-f | FEMALES E-f | FEMALES % | MALES O-f | MALES E-f | MALES % | $X^2$ | p |
|---|---|---|---|---|---|---|---|---|---|---|
| 65. | Non-Professional Counselor | Confidante | 247 | 239 | 50 | 70 | 78 | 43 | | |
| | | Teacher | 112 | 129 | 23 | 59 | 42 | 36 | | |
| | | Minister | 136 | 127 | 27 | 33 | 42 | 21 | 12.45 | ** |
| | | Total | 495 | 495 | 100 | 162 | 162 | 100 | | |
| 66. | Counselor Experience | 5 or less years | 95 | 95 | 19 | 32 | 32 | 19 | | |
| | | Over 5 years | 295 | 297 | 59 | 102 | 100 | 60 | | |
| | | No Preference | 108 | 106 | 22 | 33 | 35 | 21 | .29 | |
| | | Total | 498 | 498 | 100 | 167 | 167 | 100 | | |
| 67. | Counselor Values | Same | 341 | 355 | 68 | 104 | 110 | 64 | | |
| | | Different | 34 | 40 | 7 | 19 | 13 | 12 | | |
| | | No Preference | 123 | 123 | 25 | 40 | 40 | 24 | 3.97 | |
| | | Total | 498 | 498 | 100 | 168 | 168 | 100 | | |
| 68. | Counselor Method | Interpreting | 202 | 203 | 41 | 69 | 68 | 41 | | |
| | | Reflecting | 261 | 260 | 52 | 87 | 88 | 52 | | |
| | | No Preference | 36 | 36 | 7 | 12 | 12 | 7 | .02 | |
| | | Total | 499 | 499 | 100 | 168 | 168 | 100 | | |
| 69. | Acquaintance with Counselor | Prefer | 231 | 240 | 46 | 87 | 78 | 54 | | |
| | | Do not Prefer | 113 | 106 | 23 | 28 | 35 | 17 | | |
| | | No Preference | 152 | 150 | 31 | 47 | 49 | 29 | 3.12 | |
| | | Total | 496 | 496 | 100 | 162 | 162 | 100 | | |

** = p .01.